

MEMORANDUM

TO: Indiana State Board of Education

FROM: Dr. Charity Flores, Director of Student Assessment
Nathan Williamson, Director of Title Grants and Support

DATE: April 4, 2018

SUBJECT: Adoption of WIDA ELD Standards and ACCESS Cut Scores

The Department must fulfill Federal Peer Review Requirements associated with accountability assessments. Under ESSA, WIDA ACCESS will likely undergo this process in late 2018 or early 2019. Indiana Department of Education requests formal acknowledgement and approval from the Indiana State Board of Education of the WIDA English Language Development (ELD) standards as the official state standards for English language proficiency and the cut scores for the ACCESS assessment to formalize documentation required for Peer Review.

WIDA is a non-profit cooperative of thirty-nine state education agencies with a shared vision of advancing academic language development and academic achievement for English learners. The Department fully joined the cooperative in 2014 to utilize both the ELD standards and the ACCESS assessment. As a member of the cooperative, Indiana educators have full access to the WIDA ELD standards, ACCESS assessment, and various resources supporting their implementation in Indiana schools.

The latest reauthorization of the Elementary and Secondary Education Act, the Every Student Succeeds Act of 2015, maintains the requirement that states demonstrate adoption of English language proficiency standards aligned to the challenging state academic standards [ESSA, Sec. 1111(b)(1)(F)] and that all English learners be assessed annually for English language proficiency through an assessment tool aligned to the state's adopted English language proficiency standards [ESSA, Sec. 1111(b)(2)(G)]. The WIDA ELD standards and ACCESS assessment were included as the fulfillment of this requirement in the state ESSA Plan created with stakeholder input and reviewed and approved by the State Board of Education, Governor Holcomb, and the United States Department of Education. The results from the ACCESS assessment will be utilized to fulfill the ESSA required accountability indicator for English language proficiency.

In July and August of 2016, WIDA conducted standard setting studies to reexamine the ACCESS for ELLs 2.0 assessment proficiency level scores. The following factors motivated WIDA to conduct these studies: migrating from a paper-and-pencil to an online assessment, employing a new centrally scored speaking assessment, and adapting to the influence of college and career

ready standards. The standard setting study occurred in two phases. The first phase occurred in July 2016. It was led by WIDA to identify scores that panelists felt represented the marginally English proficient English learner (EL) student on the ACCESS 2.0 on listening, reading, speaking and writing domain tests. The results of phase one informed phase two, which occurred in August 2016. Phase two was led by the Center for Applied Linguistics (CAL) to determine where cut scores should be set between WIDA's six proficiency levels in each of the four domains. After each phase, recommended cut scores were smoothed to assure appropriate vertical articulation of cut scores across grade levels. Information from the individual domain scores were used to create composite cut scores, and Indiana was engaged in these tasks during both phases.

Final Cut Scores: Overall Composite

Grade	2	3	4	5	6
K	229	261	293	325	350
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

Indiana Exit Criteria for WIDA ACCESS

In Indiana, the composite scores are used as exit criteria for grades K-12. An overall composite proficiency level score of 5.0 or higher on ACCESS for ELs allows for reclassification as Fluent English Proficient (FEP). This aligns with the cut score process identified above. If students use the paper-based version of ACCESS for ELLs 2.0, the student must achieve an overall composite proficiency level score of 5.0 or higher on Tier B or C of the assessment to be reclassified as FEP. FEP students are exited from EL services and enter a two-year, formal monitoring period following their reclassification. Although they may still receive EL support services, FEP students are not required to participate in WIDA ACCESS testing during the monitoring period.